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ABSTRACT

Operating in 1984-85 with a budget of $216,000 appropriated by the New Mexico State Legislature, the Indian Resource Development (IRD) Program continued its efforts to develop a corps of professionally trained American Indians in fields related to natural resource development. As of June 1985 IRD maintained a roll of 863 participants--Indian students who have indicated an interest in or who are pursuing technical career training. Services to these participants included information on careers, colleges and universities, sources of financial aid, summer jobs, cooperative education internships, and job opportunities in technical fields. Efforts to recruit high school students into college and technical careers included visits to some 14 New Mexico high schools with American Indian students enrolled, pre-college orientations (including study skills and career counseling as well as overviews of natural-resource related careers), and the publication of a newsletter aimed specifically at high school students. Work experience opportunities were a main component of IRD's efforts to retain students in college programs. IRD continued its policy of cooperation with numerous state and tribal institutions and worked closely with New Mexico State University, University of New Mexico, and New Mexico Institute of Mining and Technology. (JHZ)

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INDIAN RESOURCE DEVELOPMENT

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ANNUAL REPORT

1984 - 1985

NEW MEXICO STATE UNIVERSITY
LAS CRUCES, NM 88003

RC015476

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I. Introduction

Staff Changes. Beginning July 1, 1984, Kathryn Harris Tijerina, Director was on leave of absence from Indian Resource Development (IRD) to serve as Deputy Secretary for Natural Resources for the State of New Mexico. Lance Lujan serves as interim Director. Two Program Coordinator positions complete the professional staff. Buddy Benally has assumed responsibility for program recruitment, and job development and placement for program participants. Marjorie Burr is responsible for program publications and reports and for maintenance of participant files.

Program. As of June 30, 1985, IRD maintained a roll of 863 participants. IRD participants are those Indian students who have indicated an interest in or are pursuing a college major or a career in a natural-resource related area: business, engineering, agriculture, physical or biological sciences, or mathematics. IRD services are available to those students. Services include providing information on careers, colleges and universities, sources of financial aid, summer jobs, cooperative education internships, and job opportunities in their fields. Considerable program effort goes into recruiting high school students into college and into technical careers. IRD's goal complementary to recruitment is retention of Indian students who are pursuing technical careers at the college level.

The 1984-1985 budget for IRD was $216,000. The program operates under the auspices of the New Mexico Indian Resource Development Indian Advisory Committee composed of Keith Miller, Vice President of the Mescalero Apache Tribal Council; Joe Muniz, Jr., member for the Jicarilla Apache Tribal Council; Leonard Haskie, member for the Navajo Tribal Council; and Edmund

Gonzales, member for the All Indian Pueblo Council (AIPC). Within the structure of New Mexico State University (NMSU), IRD is overseen in policy matters by a committee composed of the Deans of the College of Business Administration and Economics, Curtis C. Graham; the College of Agriculture and Home Economics, L.S. Pope; and the College of Engineering, Joe Genin. The Director reports directly to the Dean of the College of Agriculture and Home Economics. An organization chart is in Appendix A.

II. Recruitment

Buddy Benally, Program Coordinator, during the fall semester visited high schools in which American Indians were enrolled: Penasco High School, Pojoaque High School, Espanola Valley High School, Santa Fe Indian School, St. Catherine's High School, Cuba High School, Jemez Valley High School, Gallup High School, Thoreau High School, Grants High School, Laguna-Acoma High School, Zuni High School, Crownpoint High School, and Kirtland Central High School. On several of these occasions Mr. Benally was accompanied by Allen Riley of the American Indian Program (AIP) at NMSU. Attendance at IRD presentations ranged from five students at Penasco High School and Grants High School to approximately 125 at Cuba High School. The purpose of the IRD visits was to stimulate interest in the technical fields including agriculture, engineering and business administration. Interested Indian students were given an IRD program brochure and the most recent edition of IRD's "Sources of Financial Aid Available to American Indian Students." Several copies of these publications were also left with high school counselors for distribution to interested students who might have missed the IRD presentation. Mr. Lujan also recruited at New Mexico

schools and college/career fairs with Rose Marie Melon of the NMSU College of Engineering.

Scheduling meetings with students efficiently has been a problem. The time available to the recruiter in that area of the state did not always coincide with a time convenient for the high school counselor to call a meeting of the students. When the meetings were not attended voluntarily by the high school students, the Program Coordinator encountered students who were uninterested in his presentation. However, these students were exposed to the possibility of a college education in a technical area, and the idea may someday take root.

Pre-College Career Seminars. In conjunction with the All Indian Pueblo Council IRD sponsored a pre-college career seminar, Careers in Agriculture and Engineering, August 6-10, 1984, to introduce pueblo high school students to these professions. AIPC recruited 17 students, and IRD planned the program and arrangements as well as provided transportation to and from Albuquerque and room and board on the NMSU campus. IRD Director Lance Lujan managed the seminar; AIPC chaperones were Tim Keevama, Ulysses Reid, Donald Gonzales, and Meloria Stout. During the week presentations were made by the following NMSU faculty and staff: Angela Mora on college admissions; Dr. H.G. Kinzer on entomology and plant pathology; Mogen I. Rasmussen on farrier science and wind energy; Dr. George Mulholland on mechanical engineering; Dr. Joe B. Armstrong on the NMSU horse farm; Marion D. Cook, Jr. on the agricultural institute program; Rose Marie Melon on the College of Engineering; Jack Whittier on the geothermal project; Allen Riley on the American Indian Program; and Dr. Arnold B. Nelson on animal and dairy science. The group also toured the Southwest Residential Solar Experiment Station and agribusinesses in the Mesilla Valley including

Koenig Packing Facility, LaVina Winery and Stahmann Farms under the guidance of Bill Gomez, NMSU Extension Economist. A letter of appreciation to IRD from the All Indian Pueblo Council in in Appendix B.

The Ninth Annual Indian High School Students Pre-College Career Seminar was held on the NMSU campus June 2-8, 1985, for 29 participants. Director of the seminar was Lance Lujan and counselors were NMSU Indian students: Alan Cherino, junior in human resources management; Raymond Concho, Jr., senior in mechanical engineering; Sue Lorenzo, junior in community health; and Cindy Martine, junior in chemical engineering.

The program included twice-daily study skills sessions conducted by Dr. Sue Brown of the NMSU Center for Learning Assistance, a career lab directed by Dr. Pat Wolf of the NMSU Counseling Center, and academic testing using the STEP-III tests administered and interpreted by Rebecca Courtney of the Las Cruces Public School. The emphasis in presenting academic careers was on demonstrations and hands-on workshops. The following presentations were made by NMSU faculty and staff: engineering by Rose Marie Melon; astronomy by Dr. Herbert Beebe; biology field trip to the Jornada Range by Dr. John Zak; chemistry by Dr. Dale Alexander; college admissions by Angela Mora; American Indian Program by Allen Rile; physics by Dr. Robert Liefeld; business computing by Jeanette Walter; Mesilla Valley harvest tour by James Ditmore; horse farm demonstrations by Dr. Joe Armstrong; entomology tour of the "A" Mountain facility by Dr. H.G. Kinzer; and Agricultural Institute by Dr. S.B. Langham. IRD gratefully acknowledges the interest and cooperation of all these people.

Students completed an evaluation form at the end of the week, and the compilation of their responses in in Appendix C.

Business Awareness Week. IRD also cooperated with the Center for Business Research and Services at NMSU by sponsoring six Indian students for Business Awareness week held at NMSU June 23-29, 1985. When the organizers reported that too few Indian students had applied as participants, IRD further supported their efforts by contacting counselors in 17 New Mexico high schools with high Indian enrollments asking them to encourage Indian students to apply. A letter from an Indian participant thanking IRD for its sponsorship is in Appendix D. Similar letters were received from all those students IRD sponsored.

NAMES. IRD also furthered its goal of recruiting Indian students into technical careers by contributing funds to support the Native American Mineral Engineering and Science (NAMES) program at New Mexico Institute of Mining and Technology (NM Tech). Two pre-college summer programs were held on the NM Tech campus for eight weeks. The pre-college program enrolled 26 high school students who had completed their sophomore or junior year in high school. These students were selected on the basis of their high achievement in math, science, and English and an expressed career interest in the fields of math, science and engineering.

An important component of NAMES is visiting former summer participants in their high schools, while simultaneously seeking prospective applicants for the pre-college summer program. These follow-up visits included contacting school personnel (counselors, principals and teachers) as well as the students. The feedback received during these visits indicated that students were enrolled in advanced math, science, and English classes. The students continued to excel academically, and were definite about a career goal in engineering, math, or science. The parents and school personnel testified that the pre-college summer program prepared the students

academically and socially for their last years in high school. The newly acquired academic and social skills were a benefit to the school and families.

NM Tech also sponsored an American Indian Science and Engineering Society (AISES) Student Leadership Conference on April 23, 1985, to provide high school students career information through presentations by Indian professionals and visits to NM Tech's research sites. Forty-seven students attended.

NAPCOE. IRD also contributed funds to the University of New Mexico (UNM) Native American Program in the College of Engineering (NAPCOE). NAPCOE staff visited 20 junior high schools, high schools and junior colleges and gave presentations on NAPCOE, UNM engineering departments, summer programs, and the American Indian Science and Engineering Society before math and science classes. Brochure and scholarship information were provided to school principals, counselors, and math and science teachers. Forty-two American Indian junior high school and high school students participated in the following UNM pre-college summer programs: Air Force Introduction to Engineering Program; Pre-Engineering Program; Minority Introduction to Engineering Program; and Mathematics, Engineering and Science Achievement Program. Each student was provided with information on NAPCOE and AISES.

Indian Country Student News. IRD published the first issue of Indian Country Student News during the spring semester. This newsletter is designed to encourage Indian high school students to consider attending college and majoring in a natural-resource related area. A special insert in this issue listed summer programs for Indian high school students in the region. Also included were articles, "Steps to a College Education,"

"Careers in Agriculture," and "Study Is Habit Forming." This issue featured a "Dear Lance" question-and-answer column and profiles of five Indian college students. The newsletter was distributed to each of IRD's high school participants and in quantity to high school counselors. It is planned to publish an edition each semester.

Agriculture Recruiter. Noting the decline of all students majoring in agriculture and particularly of Indian students, IRD decided to allocate funds to the NMSU college of Agriculture and Home Economics to employ a counselor on a temporary one-year basis to visit high schools and junior colleges recruiting Indian students into the College. Although this position was announced and some candidates interviewed, no appointment has been made this year. A copy of the position announcement is in Appendix E.

Proposals. A preliminary proposal for an American Indian Science and Math Summer Computer Camp was prepared and submitted to 18 different foundations for their consideration in the fall of 1984. However, no foundation evinced interest in funding the project. A preliminary proposal for a summer seminar to develop cognitive modifiability for entering freshmen at UNM, NMSU and NM Tech was submitted to the Fund for the Improvement of Postsecondary Education (FIPSE) in the U.S. Department of Education in November, 1984. This proposal too was rejected.

III. Retention

Job Placement. IRD has continued to focus its retention efforts in the area of finding jobs for American Indian students that are career related as well as remunerative. It is believed this pertains to two aspects of the retention problem: first, a job in the workplace in which the student uses his or her classroom learning often exhibits to the

student the applicability to the real world of the knowledge and skills he or she is acquiring; second, the money earned from a summer job or internship can be a significant segment of the financial picture for an Indian college student.

Buddy Benally, Program Coordinator, has brought to his position his expertise in agricultural economics, especially in the marketing of specialty crops. Indian tribes, encouraged by the New Mexico Department of Agriculture's promotion of specialty crops throughout the state, are becoming more involved with farming. Tribes are becoming more conscious of how best to utilize their water rights by agricultural development and need more qualified personnel to accomplish that goal. As Mr. Benally traveled about the state he visited with NMSU Agricultural Center personnel, tribal leaders, and farmers. He discussed with them the problem of declining enrollments in agriculture majors because of the competition by energy producers who offer high salaries to engineering and business administration graduates. Even those who do major in agriculture often find more lucrative careers outside the field; e.g., agronomists and range scientists are in great demand by coal mining companies which are mandated to reclaim stripped land.

Employment development for IRD was conducted by letters, phone conversations, and personal visits. Job descriptions and applications were distributed to IRD students interested in and qualified for various positions as they became available. The program coordinator maintained contact with personnel staff and followed up on the status of Indian applicants whenever appropriate. Students were also encouraged to call companies to make inquiries about position openings. When Harold Sando, Personnel Representative for the State of New Mexico was on the NMSU campus, April 11

and 12, 1985, to interview Indian students for state jobs. IRD provided a room and scheduling services.

The program coordinator visited the Campbell Soup plant and Frito-Lay Chip facility near Dallas, Texas, as part of his employment development efforts. Because both of these companies buy fresh agricultural commodities from Indian owned farms, they appreciate the value of Indian students trained in agricultural sciences. It is hoped to match job assignments in these agribusinesses with Indian students who will benefit from this type of work experience.

Mr. Benally also made several contacts with potential employers of Indian students through his participation in the NMSU Dean's Agricultural Tour of California's Agribusiness companies and farms August 19-24, 1984. The purpose of the trip was to observe and evaluate California agriculture as compared to New Mexico as well as meet personnel of these companies. Managers of Tenneco West farms and Superior Farms expressed interest in again employing Indian students in temporary positions in their operations as they had done in the past. IRD's establishment of contact with the other participants in the tour--agriculture extension specialists, farmers, NMSU faculty, and staff members of the New Mexico Department of Agriculture and New Mexico State Agricultural Experiment Station--have also proved beneficial to the program. At times Indian farmers are reluctant to seek advice and information from NMSU experiment station staff or extension specialists. Mr. Benally's establishment of rapport with these individuals in the course of the trip has allowed him to discuss ways to overcome these barriers.

A total of eight IRD student participants found career-related temporary employment with the help of IRD. They also received mileage expenses

and/or start-up allowances from their school location to the job site. They needed to show that they had been accepted for employment and that they had financial need in order to qualify for this assistance. The students who received this help were: Edward K. Benally, Jr., Navajo, engineering major at UNM, at the National Weather Service in Silver Spring, Maryland; Marvin Roanhorse, Navajo, geology major at NMSU, at the San Juan Coal Company in Waterflow, New Mexico; Danielle Huddleston, Navajo, civil engineering major at University of Utah at Los Alamos National Laboratory; Carletta D. Bowman, Navajo, business administration major at NMSU at Newspaper Printing Corporation in El Paso, Texas; Paul Denetclaw, Jr., Navajo, mathematics and electrical engineering major at UNM at Navajo Tribal Utility Authority Engineering Department; Sheree Bradley, Laguna/-Acoma, forestry major at University of Montana to U.S. Forest Service in Troy, Montana; Raymond Concho, Jr., Acoma, mechanical engineering major at NMSU to Los Alamos National Laboratory; and Brooks Silversmith, Navajo, pest management major at NMSU to a co-op assignment at the Port of San Francisco Plant Protection and Quarantine. During the spring semester it was determined by the NMSU comptroller that start-up allowances were not a permissible expenditure, and so they were discontinued.

The two IRD program coordinators have initiated a service to IRD participants seeking employment. They assist students in composing their resumes and entering them on a word processor. Students then are able to print their resume as they need it and update it as appropriate. Several IRD participants have taken advantage of this service.

Permanent positions for Indian graduates were available at Navajo Agricultural Products Industry, New Mexico Mining and Minerals, New Mexico Employment Security, Utah International, among other companies. However,

either the employer wanted work experience which the recent graduates did not have, or the participants preferred to locate elsewhere. Often, the selection procedure dragged on so long that the unemployed applicants were forced to look elsewhere for work in order to support themselves. One student, Peter Fredericks, accepted a permanent job with with Bureau of Indian Affairs (BIA) in Albuquerque, N. Mex., as an accounting technician. However, when he reported to work he discovered that the position had been frozen by the government and would not be filled at that time. He subsequently found employment with the Great Plains Coal Gasification Project in Beula, N. Dak.

An effort related to interesting Indian students in applying their college majors in business to an agriculture related area was made by Mr. Benally when he organized a trip of interested members of the NMSU Native American Business Students Association (NABSA) to Estancia, N. Mex., to attend a workshop, "Hedging with Options," on Saturday, March 9, 1984. The program was designed to acquaint farmers and ranchers with the traditional hedge and hedging with options. It was conducted by an extension specialist from the NMSU Cooperative Extension Service. Five NMSU students, Bruce Garcia, Colleen Bowman, John Waconda, JoAnn Willie, and Diane Mora, attended the workshop. All participants believed that this exposure to a career activity was beneficial to their education. Also, Tolani Francisco, Laguna/Catawba, junior pre-vet major at NMSU, attended the Association of American Indian Physicians (AAIP) Pre-Admission Workshop, a seminar designed to help Indian students compete more effectively for medical school admissions. Ms. Francisco had been notified of the workshop by IRD.

Student Employees. IRD's employment of Indian students on its program staff accomplishes two purposes: it allows the program to carry out its

mission by assigning as many of its tasks as appropriate to student employees; it provides an opportunity for several Indian students to receive assistance in financing their college education while acquiring experience in working in an area related to tribal natural resource development. The following students were employed by the IRD office during fiscal year 1984-1985: Rolena Chuyate, Zuni, mathematics/electronic engineering technology senior; Alan Cherino, Isleta, business administration junior; Loren Jim, Navajo, business sophomore; Emerson Jackson, Jr., Navajo, business sophomore; and JoAnn Willie, Navajo, mechanical engineering senior.

NASS. IRD provided funds to the Native American Student Services at the University of New Mexico to engage in a pilot educational endeavor to research the problem of student retention and enlarge the tutorial assistance to on-campus American Indian students. The tutoring program dealt with the development of study skills and creative writing, both identified as general needs of Indians. The components of the tutoring program, however, were based on the individual needs of each participant.

NAPCOE. The Native American Program in the College of Engineering, UNM, cites the 1984 NAPCOE Summer Orientation Program held August 13-18, 1984, and the 1985 NAPCOE Summer Institute held June 9-21, 1985, as necessary retention tools for NAPCOE. NAPCOE also provides on-going coordination of tutoring and counseling services year round. The UNM chapter of American Indian Science and Engineering Society (AISES) is a very vigorous organization, having grown tremendously in the past year and now consisting of 39 active members. NAPCOE director Barbara Hobson writes:

> The best tool for retention of American Indian engineering students is an adequate peer support network. The UNM-AISES Chapter is successfully filling this need. It has become an honor to be an Indian engineering student at UNM and to be

affiliated with UNM-AISES. The future looks very bright. With an active pre-college effort in combination with effective retention projects such as the AISES Chapter and the NAPCOE summer programs, the graduation rate of Indian engineers can only continue to increase.

NAMES. One of the major components of the Native American Mineral Engineering and Science (NAMES) Program at NM Tech is providing on-campus student assistance to Native American students majoring in engineering, science, and pre-med. This assistance includes academic advising, tutorial help, and financial aid and summer employment advice.

"Sources of Financial Aid Available to American Indian Students". IRD published and distributed the second edition of this financial aid brochure in the fall of 1984. This booklet provides up-to-date information on scholarships, fellowships, grants and loans available to Indian students. Several students have reported receiving grants and scholarships from sources they have identified in this booklet. The third edition of the booklet was sent to the printer in May, 1985, and will be ready for distribution by late summer.

AISES. A significant component in preparation for a technical career for Indian students is identifying with role models, people with similar backgrounds who are successfully pursuing a technical career, and developing support relationships with other Indian students with the same aspirations. Indian student organizations serve these purposes. One of the most successful of these nationwide is the American Indian Science and Engineering Society (AISES). The annual national conference is anticipated by science and engineering students as an opportunity to make contact with corporation recruiters, to renew friendships and learn about current issues involving technology and tribal values. IRD invests some of its funds in providing travel allowances to university students so they may attend the

national conference. In November, 1984, the meeting was held in Los Angeles. IRD sponsored the attendance of 13 Indian science and engineering majors: five from UNM, five from Southwest Indian Polytechnic Institute in Albuquerque, and three from NMSU.

Academic Support. During the spring and summer of 1985 IRD developed plans for a new initiative in academic support services for Indian students in technical majors at NMSU. There is a wide range of counseling and tutorial services available to Indian students on the NMSU campus through the American Indian Program (AIP). IRD looked for ways in which it might offer services that complement this program. IRD staff discussed possible program services with Dr. C. Quentin Ford and Rose Marie Melon of the College of Engineering, Bonnie Scranton of the College of Business Administration and Economics, Kathleen Berver of the Math Learning Center, and Harry Lujan of the American Indian Program.

It has been decided to establish a small study center in a room on Baldwin Hall on the NMSU campus, staffed by tutors who are Indian upperclassmen. This center will be open weekdays during the workweek and evenings Sunday through Thursday. The tutor will be available to answer questions and give assistance in his or her areas of competence. Students who need additional help will be referred to AIP. In addition, tutors will be responsible for conducting group study sessions in Math 100, 102 and 115. IRD believes that support in this phase of a technical major's academic program will fill a need by providing tutorial and group study support in areas in which Indian students have traditionally experienced difficulty. In addition, because Indian students often hesitate to ask for assistance before their problems are critical, IRD hopes that providing a tutor regularly available will remove this impediment to their academic

progress. Finally, there is some indication in the literature on minority engineering programs that group study is an especially effective method of study for Indian students.

NMSU College of Engineering. Funds provided by IRD to the NMSU College of Engineering were used in both recruitment and retention related activities. Rose Marie Melon visited schools in Santa Fe and Farmington and surrounding areas. Recruitment trips by Associate Dean C.Q. Ford and Allen Riley of the American Indian Program (AIP) were also funded. Ms. Melon and Dr. Leon Cox attended the AISES meeting in Los Angeles, and Ms. Melon attended the National Association for Minority Engineering Program Administrators meeting in Norman, Okla. Funds from IRD were also used by the NMSU College of Engineering to employ Indian student Jeff Silago as a computer operator aide, and to employ tutors for Indian students through AIP. They also contributed to financing the 1985 MITE (Minority Introduction to Engineering) summer program.

IV. Tribal Leadership and Staff Training

The efforts of IRD to assist tribes in developing their natural resources include training of adult tribal leaders and staff members. During the fiscal year 1984-1985 IRD supported two seminars in this area: Indian Livestock Days on the NMSU campus in April, and Stress/Time Management and Improving Productivity Seminar in Albuquerque in June.

Indian Livestock Days. The Cooperative Extension Service of NMSU sponsored Indian Livestock Days on the NMSU campus April 11 and 12, 1985. IRD participated in planning the events, was responsible for the evaluations by the participants, arranged a barbecue for the participants, and provided trophies for the judging contests.

Sixty-eight people registered for Indian Livestock Days. Those who filled out evaluation forms represented nine tribes; the majority were Navajo. Fifty-four percent of the participants evaluated the program as excellent; 45 percent rated it average. Most participants were mainly interested in livestock, with livestock selection (cattle and sheep) being considered the best topics discussed. The second most popular topic was livestock poisonous plants. Tied for third place as best topics discussed were controlling livestock insects and managing reproductive efficiency in the beef herd. Participants' suggestions for topics at the next Indian Livestock Days included computer record management, discussions by those with actual experience in tribal enterprises of techniques in livestock and crop production and marketing techniques, and selection of horses. The majority of the respondents to the evaluation form recommended the seminar be held annually.

Management Training Seminar. The Center for Management and Development at NMSU sponsored a management training seminar for tribal employees, Indian businesses and governmental agencies in Albuquerque, June 11 and 12, 1985. Because of funding from IRD, the Center was able to put on the seminar without charging the participants a registration fee or for seminar materials. One hundred fourteen participants attended the programs on improving productivity, time management and stress management. Topic outlines for the seminar are in Appendix F.

V. Cooperation with Other Organizations

House Memorial 28 and AIHEC. House Memorial 28, passed during the 36th New Mexico Legislature, requested the Board of Educational Finance (BEF) to study the State's role in Native American higher education and to

hold a public hearing addressing Native American higher education issues. In preparation for this hearing, IRD cooperated with the Student Services Subcommittee of New Mexico American Higher Education Consortium Steering Committee in distributing survey forms to IRD participants in order to document areas of concern: personal counseling, academic advisement, career planning and placement, and tutorial services. The survey form is in Appendix G. A public hearing on House Memorial 28 was held in Santa Fe on September 21, 1984, and a transcript of the hearing and other documents were issued as "Report on Sate's Role in Native American Higher Education" by the BEF.

Using this report as a basis, the New Mexico American Indian Higher Education Consortium, an advocacy group, has begun to formulate plans and strategies for legislative initiatives that will improve the opportunities for American Indian students attending New Mexico higher education institutions. Mr. Lujan has attended several meetings of this group and contributed from his expertise in lobbying and drafting legislation.

Involvement with Other Organizations. Mr. Lujan also serves on the Advisory Board of the Native American Mineral Engineering and Science (NAMES) program at NM Tech. He is a member of the National Association of Minorities in Engineering Program Administrators, Region D, and attended a meeting of the organization at the University of Oklahoma. Mr. Lujan and Mr. Benally attended a workshop on career counseling and placement for minorities sponsored by the Council on Career Development for Minorities, Inc. at UNM. Mr. Lujan has also attended several functions of the All Indian Pueblo Council during the past year. An interview with Lance Lujan about IRD was published in the January, 1985, issue of the National Minority Campus Chronicle. It is reproduced in Appendix H. Mr. Lujan and Ms.

Burr have prepared papers on Indian cognitive development which have been presented by Mr. Lujan at the 1984 Frontiers in Education Conference sponsored by the Institute of Electrical and Electronics Engineers and the American Society for Engineering Education; at the 1985 First Regional Conference on University Teaching at NMSU; and at the American Society of Engineering Education Conference in Atlanta, Ga.

Ms. Burr served as vice-chairperson of the Las Cruces Home Rule Charter Commission during 1984 and was instrumental in securing passage of the city charter in March, 1985.

VI. Critical Analysis and Conclusions

This report indicates the many innovative ideas and new initiatives IRD has introduced during the past year. In the area of recruitment of students into technical majors, IRD has expanded and refined its pre-college orientations to provide study skills training and career counseling as well as overviews of natural-resource related careers. It has initiated publication of a newsletter aimed specifically at recruiting high school students, providing them with information and encouragement to meet their unique needs. IRD has proposed projects for cognitive development and computer training for Indian students which would increase substantially their chances for academic success, but these require additional funds for their realization.

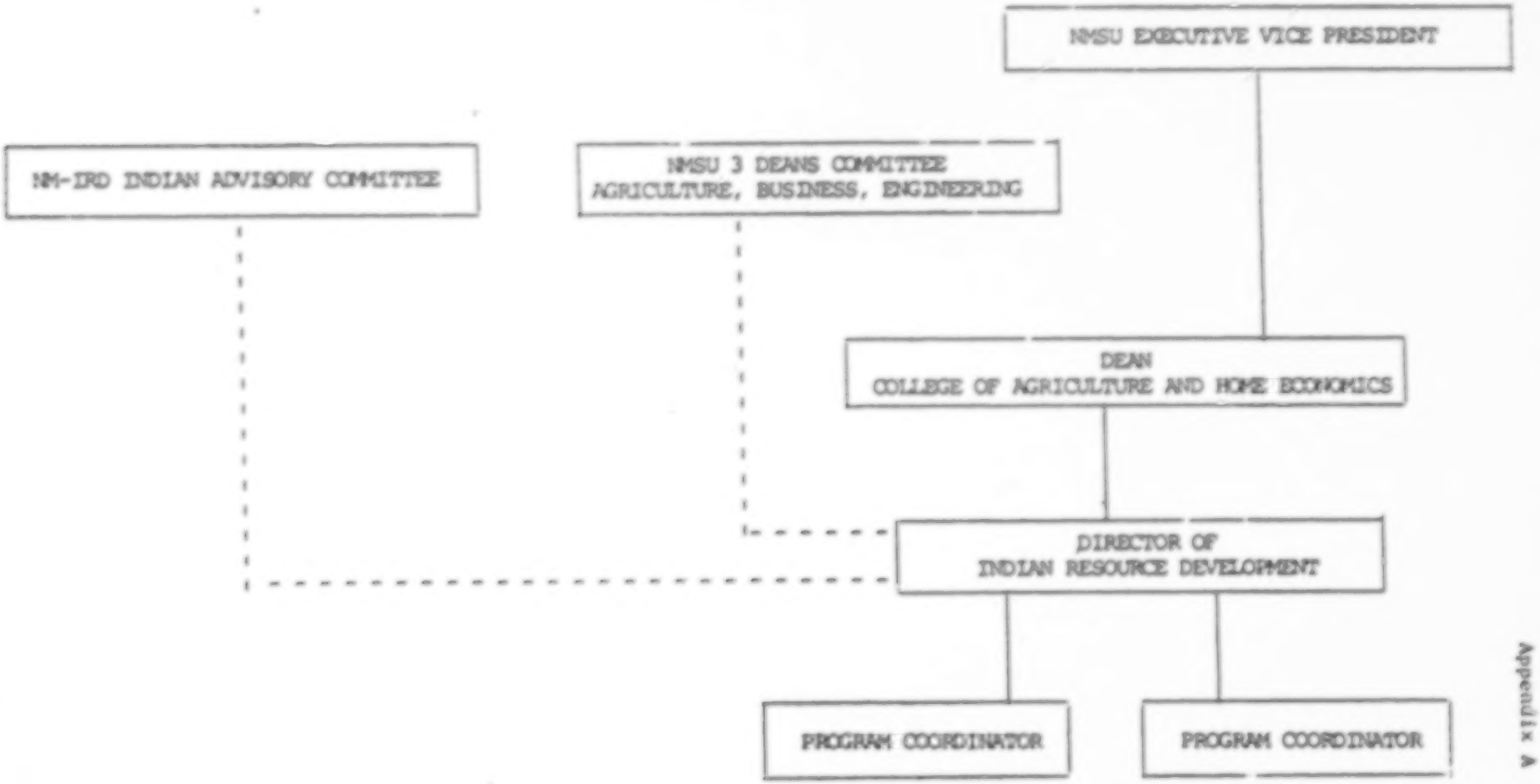
In the area of retention, IRD has also conceived of and tried out some new ideas as well as improved its performance in areas in which it has traditionally worked. Exposing students to actual careers and opportunities in their chosen fields continues to be a main component of IRD's retention efforts. The annual update of "Sources of Financial Aid

Available to American Indian Students" is requested by people across the country. IRD still grapples with the problem of providing sufficient summer jobs for Indian students and finding entry level employment for recent Indian graduates. Progress in this area during the past year has been small but noticeable, and it is worthwhile to continue the effort. In addition, IRD has devised a plan for meeting the academic support needs of Indian students that complements campus programs already available to them. A study center with on-duty upperclass Indian tutors available was still in the planning stages as this fiscal year ended, and IRD will implement the program during the fall semester, 1985.

Most important, IRD believes its cooperation with other institutions and with other programs at NMSU is a vital component of its mission. IRD's policy of supporting projects within various state and tribal institutions has had positive effects for all those concerned. The problems faced by Indian students as they try to take advantage of the educational opportunities available to them require and deserve the concerted effort of all those who work to fulfill the mission of institutions of higher education. Bernadette Chatta, a student at UNM, said, "It's a shame to tell students they can be engineers, scientists, lawyers, and yet they lack the necessary skills to compete with other students in college." IRD attempts to recruit students into natural-resource related careers and provide them with the skills and support that will enable them to succeed. Success for each Indian student who graduates with a technical career is not just an individual success. It is success for the person's family and tribe, for the state's economy, for a nation that prides itself on offering educational opportunity to all its citizens.

APPENDICES

ORGANIZATION CHART



Appendix A

Appendix B

RECD SEP 20 1984

ALL INDIAN PUEBLO COUNCIL, INC.

SOCIAL/ECONOMIC DEVELOPMENT STRATEGIES

1015 Indian School Road N.W. P.O. Box 6507 Albuquerque, New Mexico 87197 (505) 247-0371 ext. 277

September 18, 1984

Lance Lujan
Indian Resources Development
and Internship Program
New Mexico State University
P.O. Box 3IRD
Las Cruces, NM 88003

Dear Lance:

On behalf of the All Indian Pueblo Council's SEDS Program, Joe Baca, Director, we wish to express our most sincere appreciation to you and your staff for the excellent cooperation in providing our youth with a successful leadership training program and most recently an excellent management seminar.

Many favorable comments have been received from participants in both projects.

We wish to continue a positive working relationship with you and your program. If we can be of any assistance, please feel free to contact us at anytime.

Thanks again to you, your staff and Ms. Walter for a job well done.

Sincerely,

ALL INDIAN PUEBLO COUNCIL, INC.

Tim Keevama

TK/pw

NINTH ANNUAL AMERICAN INDIAN
HIGH SCHOOL STUDENTS PRE-COLLEGE CAREER SEMINAR

Appendix C-1

EVALUATION REPORT

	POOR	AVERAGE	EXCELLENT
Overall I thought the seminar was*		12	11
Topics and Speakers		11	12
Field Trips	1	8	13
Dorms and Meals	3	18	2
Director and Counselors		9	14
TOTAL	4	58	52

*(Numbers based on # of people)

	TOTAL	# EVALUATIONS	MEAN*
Information on Sciences	98	23	4.49
Career Labs	98	22	4.45
Study Skills	94	22	4.27
Information on Engineering	98	23	4.26
Information on Agriculture	97	23	4.22
Scholastic Ability Testing	94	23	4.09
Information on Business	77	22	3.50

*(Highest possible mean score = 5.00)

Best Topic/Demonstration*

Horse Farm	1
Business Computers	2
Study Skills	3
Biology	3
Entomology	1
Astronomy	2
Chemistry	16
Physics	3
Agriculture	1

*Numbers = # of people

Appendix C-2

NINTH ANNUAL AMERICAN INDIAN
HIGH SCHOOL STUDENTS PRE-COLLEGE CAREER SEMINAR

EVALUATION REPORT

Essay Summary

Participants of the career seminar found it rewarding and educational. The students seemed to be pleased with the variety of topics presented to them, thus helping them to determine their choice of careers. The study skills sessions were very popular because the students felt that it helped them to prepare for college and improve their educational potential.

Among many of the gripes, students did not like the meals that much, although one student was happy that he got to eat three meals a day! While the meals weren't that much of a hot item, the summer heat was! Many felt that it was extremely too hot to be traveling around (field trips), although the field trips were fun and a good learning experience. They also did not enjoy the hot, miserable bus ride coming to Las Cruces.

Rooming in Regents Row was exciting for some students because it gave them a chance to experience what college life is like. I think the most exciting part for them about staying in the residence halls was fighting off the roaches!

All in all, many really enjoyed the seminar and had fun. It gave them an opportunity to look at many different careers and meet new people.

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Appendix D

June 28, 1985

Indian Resource Development
NMSU
Mr. Lance Lujan
Box 3IRD
Las Cruces, NM 88001

Dear Mr. Lujan:

I personally would like to thank you and your company for the money you put into the attendance of indian students to participate in Business Awareness Week.

BAW was fun and interesting. It taught me about how some decisions are made on how to sell products and how to compete with other companies.

I enjoyed coming out here and taking part in BAW. I met a few people which were very friendly.

I encourage you to continue sponsoring students in the future so that others may share the same experience that I had.

Sincerely,

Sophie Doo

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Appendix E

COLLEGE OF AGRICULTURE AND HOME ECONOMICS
Office of the Dean/Chief Administrative Officer

Box 3AG/Las Cruces, New Mexico 88003
Telephone (505) 646-1806

NEW MEXICO STATE UNIVERSITY

ANNOUNCEMENT OF POSITION AVAILABILITY
(NEW POSITION)

TITLE : Counselor

EFFECTIVE DATE: November 15, 1984 or ASAP

SALARY : 16,500-18,000 Temporary Appt.

QUALIFICATIONS:

Academic: Bachelor's degree in a student related or public relations field.

Reply to:
L. S. Pope, Dean
Box 3AG
New Mexico State University
Las Cruces, New Mexico 88003

Deadline for applications:
(Include letter of application, resume, transcripts and list of references.)
Must be received by Oct. 31, 1984

Experience: Experience in an admissions or recruitment-oriented public relations office preferred.

Personal: Position involves extensive travel (often alone) to destinations in New Mexico as well as out-of-state. A valid driver's license is required. The successful candidate should anticipate flexible scheduling of hours, including evenings and a limited number of weekends. Candidates should possess organization and communications skills (oral and written). Knowledge of American Indians, including their culture, history, reservation life and education needs.

Responsibilities: Serve as a university representative in visitations programs to high schools and junior colleges during the twelve month period of position. Provide information regarding academic programs, degrees offered in the College of Agriculture and Home Economics and criteria for admission to prospective Indian students. Assist with the preparation and the distribution of promotional materials; the development and organization of recruitment programs; other functions as assigned.

Benefits Offered : As deemed appropriate for position of temporary employment.

AN EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

CENTER FOR MANAGEMENT AND PROFESSIONAL DEVELOPMENT
NEW MEXICO STATE UNIVERSITY

THE FOLLOWING SEMINAR IS DESIGNED SPECIFICALLY FOR NATIVE AMERICANS OF NEW MEXICO.

COST AND LOCATION: There is NO Registration fee for the seminar. Each individual is responsible for his/her own room and board. The seminar will be held at the Regent Convention Center in Albuquerque, New Mexico.

SEMINAR SCHEDULE: IMPROVING PRODUCTIVITY

8:30 a.m. - 5:00 p.m. June 11 - a.m.

I. The Nature of Management
* important concepts
* the art and practice of management
* key functions - planning, organizing, directing & controlling
* effective supervision

II. The Planning Process
* the nature and role of objectives
* guidelines for developing objectives
* development of action plans and programs
* workshop on planning

III. The Organizing Process
* delegation
* authority - responsibility relationships
* staffing for effectiveness

IV. Controlling for Effectiveness
* the nature of control
* information systems and decision making
* corrective action

June 11 - p.m.

I. Concepts of Productivity
* definitions
* factor inputs
* misconceptions
* individual vs. organizational productivity

Appendix F-2

IMPROVING PRODUCTIVITY SEMINAR SCHEDULE (continued)

June 11 - p.m.

II. Productivity - Quality of Work Life - Employee Involvement
* QWL programs
* incentive systems
* employee involvement approaches - suggestion systems, quality circles, team building and others

III. Productivity Measurement
* traditional measures
* partial measures
* total factor measures

IV. Understanding Quality
* the nature of quality
* the productivity-quality connection
* quality control concepts

June 12 - a.m. TIME MANAGEMENT

I. Session I
* who's in control around here
* are you the architect of your own life
* what is time as a resource
* 5 payoff areas for effective time management
* 13 myths about time management

II. Session II
* 8 strategies for time management that let you spend more time on what you want to do
* do you know how to spend your time
* how to analyze your use of time

III. Session III
* what your time wasters are
* how to control the time wasters

IV. Session IV
* can you be too prone to say yes
* paralysis by analysis - handling the problem of indecision and procrastination
* 10 techniques for creating momentum
* how to improve performance by changing what you want to change
* managing the time wasters your boss has
* helping the boss organize his/her time

June 12 - p.m. STRESS MANAGEMENT

I. The Nature of Stress and It's Effects
* stress: a 20th century "disease"
* effects of accelerated change
* 5 significant areas of change
* popular forms of escape from stress
* how people stress themselves
* stress life patterns and low-stress life patterns
* how to evaluate your level of stress

II. Stress As It Relates to Work Situations
* stress as a management problem
* effects of stress on organizations
* stress and the quality of working life
* high stress jobs
* stress release activities in the work environment
* improving the organizational climate

III. Stress Reduction
* how to keep your stress level down
* life stress test
* wellness triad and "wellness behavior" test
* changing habits & self-development
* how to improve relaxation
* techniques to increase exercise
* diet to reduce stress

IV. Stress and Lifestyles
* rules for low stress living
* rules for low stress working
* how to manage for high performance and low stress
* low stress communicating
* resolving conflict

REGISTRATION TIME FOR THE SEMINAR: 8:00 A.M. ON JUNE 11

INSTRUCTION BEGINS: 8:30 A.M. EACH DAY

Appendix G

NATIVE AMERICAN HIGHER EDUCATION STUDY

DIRECTIONS: Do not list your name and address.
Please fill the survey form as completely as possible. RETURN DATE: 8/7/84

I. PERSONAL DATA

Sex ____ Age ____ Tribal Affiliation _____

Marital Status _____ No. of Dependents _____

College/University/Voc-Tech Institution Presently Attending or Attended _____

Major/Minor or Degree(s) or Certificates _____

II. STUDENT SERVICES

Please indicate the student services you have utilized and the quality of the service.

	EXCELLENT	GOOD	POOR	OTHER COMMENTS
A. __Native American Studies				
B. __Special Student Services				
C. __Counseling Center				
D. __Study Skills Center				
E. __Financial Aids				
F. __Student Health Center				
G. __Cafeteria Services				
H. __Housing :				
___on-campus				
___off-campus				

PROGRAMS:

I. ___Orientation Program: New Student Freshmen & Transfer				
J. ___Academic Advising:				
____Tutorial Services				
____Study Skills				
____Developmental Studies (i.e., Eng. 100, Math 100)				
K. ___Personal Counseling				
___Peer Counseling				
___Professional Counseling				
L. Career Planning & Placement:				
___Choosing a Major/Minor				
___Resume Writing				
___Interviewing Techniques				
___Job Search/Employment/Job				

III. HIGH SCHOOL PREPARATION

A. High School Attended _____

B. Do you feel your high school adequately prepared you for post-secondary training and/or education? ____Yes ____No

C. Rate your high school courses:

	EXCELLENT	GOOD	POOR	OTHER COMMENTS
ENGLISH				
MATH				
SCIENCE				

IV. FAMILY AND COMMUNITY SUPPORT: Receive family financial support. ___Yes ___No

Receive family encouragement in postsecondary educational plans. ___YES ___NO

Do you think your degree/certificate will be applicable to your community? ___YES ___NO

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RAPLINE

by Melanie Waugh

Rapline is NMCC's monthly interview. This month NMCC raps with Lance Lujan, director of the Indian Resources Development Program (IRD) at New Mexico State University, Las Cruces, New Mexico. Mr. Lujan, part Kiowa and Taos Indian, holds a B.S. in Elementary Education and has been director since July of this year.

NMCC: Could you provide some background information about the program?

LUJAN: The Indian Resources Development Program was started in 1977 by two men from the university, a retired agricultural economics professor and [his associate]. After a grant-funded short course in water management ended, (which was attended by a group of Navaho Indian students), the [founders] realized there was a need to encourage other American Indian students to get into non-traditional professions. When the IRD program began, it was funded by a grant from the Kellogg Foundation. Three years ago the grant was not renewed so they lobbied for and secured state funds.

NMCC: What is the goal of your program?

LUJAN: Our main goal is to make American Indian students aware of career areas which have been considered non-traditional such as any phase of business, agriculture, engineering, natural resources, and the hard sciences (chemistry, physics).

NMCC: What methods are used to recruit students and attract interest to the program?

LUJAN: We are not recruiters for New Mexico State University. Think of us as motivators for all Indians in New Mexico. We travel to high schools and other colleges all over the state which have a high Indian enrollment to emphasize the importance for students to pursue technical careers—to become maybe a geologist or civil engineer. We also work with tribal leaders and the All Indian Pueblo Council to make American Indians aware of state programs and resources which can be tapped.

NMCC: What types of services do you provide?

LUJAN: Each summer we have a week-long orientation for 20- 30 high school students which simulates a week as a college student. They live in the dorms, tour the campus, eat in the cafeterias, and spend time talking to professors in their career interest field. They also attend an academic survival skills class for two hours each day. The state provides all funds. We are now seeking funding to put on a computer camp, but haven't had much luck so far.

For college students we provide transportation and start-up allowances for those who get co-op or internship jobs in the summer or during breaks. For example, last summer we sent 4 students to Oregon to work with the forestry service, providing them with tranportation and expense money until they could get on their feet.

NMCC: Have you found the number of American Indian students attending college has remained about the same, declined, or increased?

LUJAN: I would say the number has remained the same for New Mexico State as well as New Mexico Tech and the University of New Mexico. I haven't seen any drastic increases or decreases.

NMCC: How do you retain students?

LUJAN: Retention is a problem. Many students stay away from careers like engineering that require math related courses, because previously they haven't taken much math so they aren't prepared to take it in college. The blame for this can't be placed on only the elementary schools or high schools. Part of the problem is that some students just live so far from schools that they can't get a lot of the good teachers they need to come out there. The IRD program has a Learning Assistance Center to especially help students having trouble with math. We also try to secure summer jobs for students so they can remain on campus.

NMCC: What seminars, courses, or conferences that you've offered have been most successful?

LUJAN: Free seminars sponsored by the IRD and the College of Business on subjects like advertising, organization development, and business management have been extremely sucessful.

Something new we're trying to sponsor, along with the Co- op Extension office and the College of Agriculture, is a livestock seminar. We're also planning to hold a seminar about careers in agriculture.

NMCC: Do you publish any literature about the Indian Resources Development Program?

LUJAN: We publish a 37-page booklet called *Sources of Financial Aid* that list scholarships, grants, etc. for which American Indians can apply.

NMCC: How can our readers obtain additional information about the program?

LUJAN Write to Indian Resources Development Program, Box 3IRD, New Mexico State University, Las Cruces, NM 88003, or call (505) 646-1347.

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